

DEPARTMENT OF CLASSICS

GREEKS AND ROMANS

Courses and Programs Offered at the

University of Virginia



Fall 2019

THE GREEKS AND ROMANS
at the
University of Virginia

FALL, 2019

Each semester the faculty of the Department of Classics and their colleagues in other departments offer a rich program of courses and special events in classical studies. *The Greeks and Romans* is published to inform the University community of the wealth of opportunities for study during the fall semester, 2019. These are described in the next pages under the following headings:

- I. **CLAS:** Classics courses in translation.

- II. **GREEKS:** Courses in Greek language and literature, and
in Greek art, ideas, history, and other aspects of
Greek civilization.

- III. **ROMANS:** Courses in the Latin language and Roman literature,
and in Roman art, ideas, history, and other aspects
of Roman civilization.

- IV. **COMPARATIVE:** Courses presenting Classical studies in relation to
other subjects.

- V. **SPECIAL PROGRAMS
AND EVENTS**

I. CLASSICS

CLAS 2010

Mr. Petrovic <ap2bd>

GREEK CIVILIZATION

TR 1230-1345

Discussion

F 0900-0950

F 1000-1050

F 1200-1250

F 1300-1350

F 1300-1350

F 1400-1450

This course satisfies Humanities and/or Historical Studies requirements.

An introduction to the literature and history of ancient Greece. All readings will be in translation, including: Homer, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, and Plato. Midterm, final and two papers.

CLAS 2040

Mr. Miller <jfm4j>

GREEK MYTHOLOGY

MW 1000-1050

Discussion

R 0830-0920

R 0830-0920

R 0930-1020

R 1100-1150

R 1230-1320

R 1400-1450

F 0900-0950

F 1000-1050

F 1200-1250

F 1300-1350

F 1400-1450

F 1500-1550

This course satisfies Humanities requirements.

An introduction to the myths of the ancient Greek (and, to a lesser extent, Roman) gods and heroes; to modern approaches to the study of myths (historical, religious, psychological, anthropological, etc.); to the reception of classical myths in later ages; and to adaptations of myths in selected Greek and Roman literary texts. Quizzes, short writing assignments, midterm, final examination.

CLAS 2559**ANCIENT ROME AT THE MOVIES****Mr. Hays <bgh2n>****MWF****1200-1250****This course satisfies Humanities requirements.**

Ancient Rome has exercised a fascination on movie producers and directors almost since the beginnings of cinema itself. This class will study the representation of Rome on both the big and small screen from the early days until now. We'll watch some of the major achievements of the genre, from Mervyn LeRoy's *Quo Vadis* through William Wyler's *Ben Hur*, Stanley Kubrick's *Spartacus*, and Anthony Mann's *The Fall of the Roman Empire*, to Ridley Scott's *Gladiator*. We'll also view and discuss some less distinguished efforts, from the "sword-and-sandal" era and beyond. We'll look at predecessors from the silent and black & white years, and at depictions of Rome on television. There will be readings from classical sources (e.g. Plutarch and Suetonius), from film theory, and from the historical novels that inspired some of the films. Throughout the semester we'll be asking how these imagined Romes relate to historical reality, how they engage in dialogue with one another, and how they function as a mirror for the concerns and anxieties of our own society.

CLAS 3040**GENDER IN ANCIENT GREECE AND ROME****Mr. Celotto <gc4fw>****TR****1530-1645****This course satisfies Humanities and/or Historical Studies requirements.**

This course will examine issues of sex, sexuality, and gender in the ancient societies of Greece and Rome through the study of science, literature, and art. The purpose of this course is to introduce you to the sources and the current debates focusing on the representation of men and women, and the perception of masculinity and femininity in two cultures that have profoundly influenced Western thought. Topics covered will include: the body, marriage, parenthood, adultery, rape, virginity, homosexuality, prostitution, slavery, witchcraft, and leadership.

II. THE GREEKS

GREE 1010

Mr. George <chg4n>

ELEMENTARY GREEK

MWF 1000-1050

Discussion

TR 0930-1045

Discussion

TR 1230-1345

This course will introduce students to the fundamental building blocks of Ancient Greek, from the alphabet and the sounds of the language, through the rich array of forms and rules of syntax that allow nouns and verbs to be deployed with intricate flexibility, to the basic vocabulary of a language that has bequeathed to English such words and concepts as *democracy*, *history*, *theater*, and *epic*. Together with the spring semester sequel, GREE 1020, it serves as preparation for the second-year sequence, in which students read Xenophon and Plato in the fall (GREE 2010), and either the New Testament (GREE 2230/2240) or Herodotus and Euripides (GREE 2020) in the spring. As with learning any language, regular practice is important, so assignments include short readings, exercises in writing Greek, and frequent quizzes, as well as two hour-tests and a final.

GREE 2010

Ms. Petrovic <ip3k>

INTERMEDIATE GREEK I

MWF 1000-1050

In this course we'll read selections from Xenophon's *Anabasis* and Plato's *Apology*. Along the way, there will be a review of grammar introduced in first-year Greek, as well as exercises to increase fluency in the finer points of the language.

GREE 3030

Ms. Petrovic <ip3k>

ADVANCED READING IN GREEK

MWF 1400-1450

What is the point of the humanities? Should parents pay exorbitant sums to universities, just to have their children learn how to 'make the weaker argument stronger', or mock religion by arguing that 'man is the measure of all things'? In this course, we shall travel back in time in order to see how already ancient Athenians viewed higher education in the humanities with a mix of awe and suspicion. Plato's *Protagoras* takes us to a gathering of the most celebrated and highest-earning professors of the day and allows us to be a fly on the wall as they compete for rich students by debating political theory, literature, education, and the role of knowledge in a successful life. Aristophanes' *Clouds* is a hilarious take on this issue: by investing in his son's education, a father hopes to profit and advance in the world. Will he? Take this class and find out.

Texts:

N. Denyer, *Plato, Protagoras*, Cambridge Greek and Latin Classics, Cambridge University Press 2008.

K.J. Dover, *Aristophanes' Clouds*, abridged edition, Oxford University Press 1970.

GREE 5559**LANGUAGE OF GREEK EPIC****Mr. George** <chg4n>**MW****1530-1645**

In this course, we will consider various questions concerning the language of Greek epic poetry (primarily Homer, but also Hesiod, the Hymns, Apollonius, and others). What is the nature and origin of the epic *Kunstsprache*? To what extent can linguistic features be used to date the poems (or sections of the poems) or to support unitarian or analyst positions? How much flexibility does the epic poet have in the use of formulas? What happened to the text of the *Iliad* and *Odyssey* between the first time they were committed to writing and the earliest papyri fragments? How do later poets manipulate the traditional linguistic patterns inherited from earlier epic?

GREE 5559**GREEK AND LATIN EPIGRAM****Mr. Petrovic** <ap2bd>**TR****1530-1645**

‘Of the epigrams which you will read here, some are good, some middling, many are bad; a grad course, oh students, cannot be made in any other way.’ (Martial 1.16, lightly modified). In this course we will trace the history of one of the most fascinating, most versatile, and most enduring literary genres, the epigram. Its history starts in the 8th c. BC and continues, uninterrupted, until the present day. We will explore select highlights of the Greek and Roman epigram: after we study select poems of Simonides of Keos, the most important early epigrammatist, we will move on to pseudepigrapha (of Homer, Plato and tragic poets), and then on to the superstars of the Hellenistic period (Leonidas, Poseidippus, Callimachus, Theocritus, Asclepiades), and we will end with the poets of Agathias’ cycle, and with the most delightful of ancient epigrammatists, Martial, a witty and wise poet whose epigrams are often delicate, sometimes naughty, sometimes terribly rude, but certainly never, ever, boring. Quizzes, tests, oral presentations, a midterm, and a final OR a paper. ‘For the person who is not satisfied with reading a hundred epigrams, no amount of trouble is sufficient’ (Martial 1.118).

III. THE ROMANS

LATI 1010	ELEMENTARY LATIN I		
Mr. Corbeill <apc3m>		MWF	1100-1150
		TR	0930-1045
<u>Discussion</u>		TR	1100-1215
		TR	1230-1345

This course introduces the basic principles of Latin grammar and syntax. Elementary exercises in comprehension and composition will be complemented by illustrated lectures, during which we will read adapted Latin passages about ancient myth and Roman history. This course continues in the spring with LATI 1020.

LATI 1030	FUNDAMENTALS OF LATIN		
Mr. Celotto <gc4fw>		MTWR	0900-0950
		MTWR	1100-1150

This course is designed to review the Latin language through *Wheelock's Latin*. Your main objective in this course will be to gain a working knowledge of the fundamentals of Latin grammar, syntax, and vocabulary by learning paradigms, and reading and translating sentences and passages adapted from and inspired by ancient Roman orators, historians, poets, and playwrights. At the end of this semester, the successful student will be able to identify the morphology of nouns and verbs, and understand Latin syntax.

Prerequisite: two or more years of high-school Latin.

LATI 2010	INTERMEDIATE LATIN I		
		MWF	0900-0950
		MWF	1200-1250
		MWF	1400-1450

Introductory readings from Latin literature.

LATI 2020	INTERMEDIATE LATIN II		
		MWF	0900-0950
		MWF	1200-1250

Selected readings from Latin literature.

LATI 3010
TBA <tba >

PLAUTUS

MWF 1500-1550

This course will be a close reading (translation and analysis) of a play by Plautus. Through in-class reading of the Latin text and discussion of literary and cultural issues we will attempt to understand Plautus' comedy. Attention will be given to Plautus' language, poetic technique, and to the interpretation of his plays within their historical and generic context. We will examine Plautus' use of his Greek models. Stagecraft and performance of the play will also be considered. Careful translation of the Latin will be stressed (with grammar review).

LATI 3200
Mr. Hays <*bgh2n*>

LATIN BIBLE

MWF 1400-1450

Readings from the Latin Bible, beginning with selections from narrative books (e.g., Genesis, Acts) and progressing to more elaborate and poetic portions (e.g., Psalms, Job, Song of Songs). Readings will be taken mainly from the Vulgate, but we will look briefly at the Old Latin versions and at modern English translations. We will also consider some medieval Bible manuscripts, including several in Special Collections at UVA.

LATIN 4559
Mr. Miller <*jfm4j*>

VERGIL'S AENEID BOOK 8

MWF 1200-1250

In Book 8 we see Aeneas' arrival at the site that will be Rome, where the Arcadian Evander gives him a tour while Virgil unfolds the layers of Roman time. The hero meets the local river-god Tiber, comes upon the fateful, if problematical, pigs, hears the story of Hercules's conquest there of the monster Cacus, and receives from his mother Venus a spectacular shield engraved with scenes of Roman history, which climax with the Battle of Actium.

Attention to style, meter, structure, politics, the topography of Rome, imitation of Homer and others, reception by contemporary and later writers (e.g. Cacus in Livy and Propertius and Ovid; Actium in Horace and Propertius and anonymous poetry), and the place of Book 8 in the context of the whole poem (gods, prophecies, enemies, allies, etc.).

Class report(s) and term paper; shorter writing assignments. Quizzes, possibly one test.

LATI 5040
Mr. Corbeill <*apc3m*>

LATIN PROSE COMPOSITION

MW 1400-1515

Latin poetry, with its apparent disdain for consistent rules of syntax, cannot be understood fully without a firm grasp of the mechanics of Latin prose. This class will combine Latin prose composition exercises with close analysis of the style of Cicero, with the goal of actively recognizing, understanding, and using key characteristics of literary prose style from the Late Republic. In the opening weeks, we will briskly work through exercises designed to make us comfortable in writing Latin. These exercises will be supplemented by short lectures on topics in Latin syntax, word order, and style that are relevant to composition. The course will culminate in

the composition of extended passages of Latin prose. There will also be a brief foray into verse composition.

LATI 5070

ROMAN ELEGY/ELEGIAC POETS

Ms. Myers <*ksm8m*>

TR

1400-1515

This course will focus on the Latin Elegiac Poetry of Tibullus, Propertius, and Ovid. We will read selections of the poems closely, with an alertness to matters of translation, meter, style, allusion, poetics, arrangements, theoretical approaches, and cultural and political context. The elegies will be considered individually and as parts of collections. We will explore the poets' negotiations with the various ideologies and cultural discourses of Augustan Rome, literary, political, social, and sexual. Weekly topics and secondary scholarship will also be assigned and discussed. Students will be expected to translate and scan in class, deliver article reports, line reports, and participate in discussion.

S. Pomeroy et al., *Ancient Greece* (textbook: edition to be determined)
a xerox packet (available at NK Print and Design on Elliewood Avenue)

HIEU 3041 **THE FALL OF THE ROMAN REPUBLIC**
Ms. Meyer <eam2n> **TR** **1100-1215**

Not for CR/NC.

This upper-level lecture class assumes a basic knowledge of Roman history but has no prerequisites. It will cover the most tumultuous period in Roman history, that which stretches from 133 BC to the establishment of Octavian (Augustus) as the first emperor in 27 BC. This was the age of the great generals (Marius, Sulla, Pompey, Caesar); of great oratory (Cicero), of amazing changes in the city of Rome itself, in Italy, and in the ever-growing provinces; an age of shifting political alliances, howling crowds, and the eventual transformation of a Republic into a monarchy. How did this come about? Could the Republic maintain an empire, or was the dominance of one man unavoidable? We will read mostly primary sources in translation, averaging about 140 pages a week; there will be ten in-class discussions, a midterm, a final, one 5-6 page paper, and one 7-10 page paper. Reading will be drawn from:

H. H. Scullard, *From the Gracchi to Nero* (fifth edition, 1982/new foreword 2011)
Plutarch, *Makers of Rome* and *The Fall of the Roman Republic* (Penguin)
Sallust, *Jugurthine War and Conspiracy of Catiline* (Penguin, transl. Woodman, 2007)
Julius Caesar, *Civil Wars* and *Gallic War* (Oxford)
M. Tullius Cicero, *On Government* and *Selected Political Speeches* (Penguin)
And a course packet

HIEU 5001 **DARK AGE GREECE**
Ms. Meyer <eam2n> **T** **1530-1800**

(Prerequisite: HIEU 2031 or equivalent; or instructor permission)

The rise of Greek civilization through the seventh century B.C. This discussion seminar will stress an interdisciplinary approach to the fragmented study of early Greek history, and use archaeological evidence as well as more traditional literary sources to examine fundamental topics like the rise of the *polis*; the development of the idea of citizenship; the beginnings of coinage (and the question of how to define value); the importance of purported changes in warfare; writing, literacy, and law-givers; the values and activities of the aristocracy (and how these can be identified and defined); colonization; and the development of sanctuaries. We will read a mix of primary sources and secondary monographs (an established survey such as Jonathan Hall's *A History of the Archaic Greek World*; F. de Polignac, *Cults, Territories, and the Origins of the Greek City-States*; V. Hanson, *The Other Greeks*; I. Morris, *Archaeology as Cultural History*, among others); some of the work of the course will be reports on the ever-burgeoning scholarship in this field. Requirements will include: two oral reports, one on an historical monograph and one on an archaeological site; one exercise on evidence; one shorter paper analyzing a scholarly controversy; and one longer paper analyzing approaches to the "rise of the polis" question. Reading will average 250 pages/week.

HIEU 5051**THE ROMAN EMPIRE****Mr. Lendon** <lendon@virginia.edu>**M****1530-1800**

(Prerequisites for undergraduates: HIEU 2041 or HIEU 3041; or instructor permission)

This course will examine the Principate from its founding (27 B.C.) to the beginning of the third-century crisis (A.D. 235). It will proceed by an examination of themes and topics rather than as a narrative: these themes and topics will include emperor and administration, local municipalities, slavery and varying gradations of freed status and citizenship, patronage, social mobility, economy, Romanization, the courts, emperor-cult, and resistance to Rome. Students are expected to write five exercises based on ancient sources; to write one five-to-seven page paper; and to take a final exam. Readings will be drawn from the following:

C. Wells, *The Roman Empire*

Tacitus, *Annals and Histories*

Josephus, *Jewish War*

Pliny, *Letters*

Apuleius, *Apology*

M. Goodman, *The Ruling Class of Judaea. The Origins of the Jewish Revolt Against Rome A. D. 66-70* (Cambridge U. P., 1987)

R. MacMullen, *Paganism in the Roman Empire* (Yale)

R. MacMullen, *Romanization in the Time of Augustus* (Yale)

And Additional Reading on Collab

HIEU 7031**PROSEMINAR IN ANCIENT STUDIES****Mr. Lendon** <lendon@virginia.edu>**TBA****TBA**

The aim of this course is to acquaint graduate students with various facets of the study of Greek and Roman antiquity; to show students a range of approaches to ancient materials; and to introduce students of antiquity to each other and to the affiliated faculty in different departments (Classics, History, Art, Religious Studies). It meets for only one hour a week, is graded on a CR/NC basis, and the only requirement is attendance. Treats will also be provided.

PHIL 2110**HISTORY OF PHILOSOPHY: ANCIENT & MEDIEVAL****Mr. Secada** <jes2f>**MW****0900-0950****+Discussion**

This course satisfies History area requirements.

This course is an introduction to the history of philosophy from its beginnings in the Greek colonies of Asia Minor to the Renaissance and the end of the Middle Ages. The lectures do not aim to offer a comprehensive summary; you will find that in any of several histories of philosophy, one of which is required reading for the course. In the lectures we will instead discuss a few selected major philosophers and we will concentrate on some of their doctrines and arguments. We will, however, look at cultural developments which took place during this period and we will study philosophical works in their more general social and historical setting. The

course seeks to provide historical as much as philosophical knowledge and understanding. Requirements include several short quizzes and a term paper.

PHIL 3120**ARISTOTLE [3]****Mr. Bagley** <bc9w>**TR****0800-0915**

This course satisfies History area requirements.

Prerequisites: The course presupposes introductory work in Philosophy but no acquaintance with Aristotle or other Greek thinkers.

An introduction to the philosophy of Aristotle, focusing on the theories and ideas of lasting importance in the history of Western philosophy. Readings will be drawn from his works on metaphysics, theory of science, natural philosophy, ethics, and political philosophy.

RELC 2050**RISE OF CHRISTIANITY****Mr. Shuve** <kes3ba>**MW****0900-0950**

How did a movement that began as a Jewish sect become the official religion of the Roman Empire and forever change the world? In this course, we will trace Christianity's improbable rise to religious and cultural dominance in the Mediterranean world during the first millennium of the Common Era. We will examine archaeological remains, artistic creations and many different kinds of writings--including personal letters, stories of martyrs and saints, works of philosophy and theology, and even gospels that were rejected for their allegedly heretical content--as we reimagine and reconstruct the lives and struggles of early and medieval Christians. Our goal will be to understand the development of Christian thought, the evolution of the Church as an institution, and how Christianity was lived out and practiced by its adherents.

RELG 2820**JERUSALEM****Ms. Andruss** <jha9s>**MW****0900-0950**

This course traces the history of Jerusalem with a focus on its significance in Judaism, Christianity, and Islam. How has Jerusalem been experienced and interpreted as sacred within these religious communities? How have they expressed their attachments to this contested space from antiquity to modern times? Discussion will be rooted in primary texts from Jewish, Christian, and Muslim sources, with attention to their historical context.

V. SPECIAL PROGRAMS AND EVENTS

The Arthur F. Stocker Lectureship

The Arthur F. Stocker Endowment Fund for Classical Lectures was established in 1984 by the colleagues, friends, and former students of Arthur F. Stocker, a longtime member of the Department, in recognition of his contributions to the field of Classics. The Endowment supports an annual lecture by a distinguished visiting scholar on a topic related to Latin literature or culture. This year the Stocker Lecture will be held on March 19, 2019. The speaker will be Christina Kraus of Yale University, and the title of her talk will be: "*Livy's Faliscan Schoolmaster*."

The James S. Constantine Lectureship

The James S. Constantine annual lectureship was established in 1987 by the colleagues, friends, and former students of James S. Constantine, a longtime member of the Department, in recognition of his contributions to the teaching and study of the Classics. Every fall a distinguished visiting scholar delivers a lecture on a topic related to Greek literature or culture. The 2018 Constantine lecturer will be announced near the beginning of the next academic year.

Classics Graduate Student Colloquium

Each year the graduate students of the Department of Classics sponsor a colloquium, at which graduate students from the University of Virginia and other universities, and a distinguished senior scholar, present papers on a selected theme. The next CGA Colloquium will be held on March 30, 2019, and the topic will be: "*Vox Populi: Populism & Popular Culture in Ancient Greece and Rome*." Keynote Speaker: Kathleen Coleman, Harvard University.

Tuesday Luncheons

At Tuesday Luncheons during the academic year, students, faculty of the Classics Department, and other persons with classical interests hear and discuss papers relevant to the Classics. Those interested in attending should contact John Miller (jfm4j@virginia.edu).

The Virginia Senior Classical League

The Virginia Senior Classical League is a statewide organization of college students who are interested in the ancient world. The VSCL assists the Virginia Junior Classical League at the VJCL Convention each fall. Each year the VSCL also runs two *Certamina* (academic competitions for high school Latin students) for the VJCL. Students interested in joining should consult the League website at <http://vscl.webs.com/>

The Classics Club at UVA

The purpose of the Classics Club is to promote community both among Classics Majors and among other interested undergraduates through the facilitation of educational, social, and service-related activities. For further information send an e-mail to: aey8sz@virginia.edu.

The Archaeological Institute of America

The Archaeological Institute of America is an educational and scientific society of archaeologists and others interested in archaeological study and research. There is a chapter of the AIA in Charlottesville, and those interested in joining should contact Professor John Dobbins <dobbins>. The AIA sponsors a series of lectures, which are free and open to the public.